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ABSTRACT

A faculty development program instituted in Northeastern University's College of Nursing is described. Operated internally by elected faculty development committee members, the program includes goal setting, evaluation, and related services. Through a series of steps new faculty members plan their professional development and prepare evaluative information. The important features of this process are the yearly planning sessions, the involvement of faculty development committee members, and the general recognition of the need for a career-long faculty development process. After a six-month evaluation, decisions for certain long-range goals and professional development activities are made. Each spring, the faculty member completes a faculty planning form, called a "professional growth plan." At a meeting of the faculty member, faculty development committee member, course coordinator, and dean, the previous year's goals are discussed, based on data derived from evaluation information sources. Progress toward stated goals and plans for specific developmental activities are made. Meetings to determine salary increases, retention, promotion, and tenure are also held. The faculty development committee member also assists in the documentation and reporting of professional competence in the faculty member's dossier. Evaluation instruments are appended. (SW)

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Instructional Development Activities In a Faculty Development Program

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A career-long faculty development program was instituted in Northeastern University's College of Nursing. Operated internally by elected Faculty Development Committee Members, the program includes goal setting, evaluation, and related services. An intensive, year-long interaction between the College and personnel from an instructional development agency (the Office of Learning Resources) produced a philosophy of faculty development, a process model, a set of evaluation instruments, a six week training program for participants, a College-wide needs assessment, and written documentation of the program.

Preliminary evaluation data indicate that the program has had wide acceptance and that the development process model is generalizable.

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INSTRUCTIONAL DEVELOPMENT ACTIVITIES IN A FACULTY DEVELOPMENT PROGRAM

by Michael Koffman & Michael Theall

INTRODUCTION

Most university faculty development programs are conducted or coordinated by the staff of a centralized office for faculty development. Programs of this kir are usually staffed by professionals in the field of faculty development, instructional development or related field, or they are staffed by faculty members on special assignment. Rarely are the activities of such a program closely integrated into the professional development procedures within colleges and departments, particularly the process whereby faculty members prepare for promotion and tenure.

The faculty development program described in this paper takes place in an individual college of a large university. It is in fact, a faculty-managed development program. The seven-member staff of the program are faculty members within that college who have been elected by their colleagues to the faculty development committee. These persons need not serve on other committees. Terms of service are three years and are staggered. The primary function of this committee is to provide professional development opportunities for the faculty of the college, often in the form of workshops, speakers and special purpose meetings, and often in the form of individual consultation. A particular interest of the committee is the professional development of new faculty members.

What makes this program special, is first the fact that this committee is an integral part of the college's approved procedure for professional planning, evaluation, promotion and tenure. Secondly, the members of this committee are specially trained to provide faculty, instructional and organizational development consultation to their colleagues. Both the acceptance and functioning of this program within the college, and the satellite relationship of this program

to the university-wide resources for faculty and instructional development are of particular interest.

History and Setting

This program exists in a professional training college within Northeastern University. The undergraduate student enrollment for the college is 1818. There are 47 full-time equivalent day faculty. Fifty percent of the faculty are tenured. The college is administered by a dean, an associate dean, and thirteen course or program coordinators.

The faculty development committee evolved out of a "task force to develop a process of evaluation," a group charged by the faculty (at a general faculty meeting) to investigate evaluation alternatives.

The present faculty development committee was created by a vote of the faculty on March 10, 1978. The purposes of the committee were described as follows:

> The purpose of this committee is to promote continuing personal and professional development of the faculty in relation to:
>
> A. Orientation to the University, collegial setting, and the position for which employed.
>
> B. Maintaining and improving expertise in teaching and clinical practice skills involved in higher education.
>
> C. Meeting the evaluation criteria established for the College of Nursing by assisting faculty members through goal setting and development.
>
> D. Validating, revising and updating evaluative instruments.

The faculty development committee reports to the entire faculty at regular faculty meetings. The original committee consisted of four associate professors, and three instructors. The total number of tenured faculty members on the committee was three. Soon after its formation, the committee voted to elect a chairperson, and to rotate this position every two months on a scheduled basis. Since members of this committee need not serve on other committees in the college, each

faculty development committee member can devote 8 hours per week to the work of this committee. In reality, committee members report that their commitment may increase as more and more faculty members realize the relationship between their professional growth plans and the resources of this committee.

The College's Developmental Procedures

The chart in Figure 1 indicates the series of steps whereby new faculty members in the college plan their professional development and prepare evaluative information. This plan was created by the task force on evaluation and was voted for adoption by the faculty on March 10, 1978. The important features of this process are the yearly planning sessions, the involvement of faculty development committee members (FD), and the general recognition of the need for a career-long faculty development process.

Assuming that the new faculty member is first employed over the summer at a meeting which includes that person (FM), the course coordinator (CO) under whom that person will work, and the dean (D), the first contact of the faculty member and a member of the faculty development committee (FD) occurs during fall orientation week. The FD directs and assists the new faculty member through orientation. A week later these two persons meet with the course coordinator and dean to set goals for the first three months. These goals will reflect the College goals, the course goals and the individual's goals. Thereafter the FD meets with the new faculty member (FM) to introduce that person to appropriate resources on campus and to assist in any other way the achievement of the stated goals. At the conclusion of these three months, the FD and faculty member meet to discuss the kinds of data that should be collected for the faculty member's six month evaluation. At the conclusion of six months, the FD and faculty member meet to analyze the data. From this discussion, mutual goal setting through the next year is agreed to. Plans for development and goal achievement are made and periodic meetings are scheduled to discuss progress and share information. Using the

CONTRACT YEAR / SEMESTER	0 - 1	1 - 2	2 - 3 - 4 - 5	5 - 6	6 - X
SPRING		1) SET GOALS (Formative-FM,FD ,CO,D) 2) SALARY & RETENTION (Summative-FM, CO, D) **	1) SET GOALS (Formative-FM,FD ,CO,D) 2) SALARY & RETENTION (Summative-FM, CO, D) 3) PROMOTION (Summative-FM, P&T, D)	1) SET GOALS (Formative-FM,FD ,CO,D) 2) SALARY & RETENTION (Summative-FM, CO, D) 3) TENURE (Summative-FM, P&T, D)	1) SET GOALS (Formative-FM,FD ,CO,D) 2) SALARY & RETENTION (Summative-FM, P&T, D)
SUMMER	Employment Interview (FM, CO, D) #	CARRY OUT GOALS &	CARRY OUT GOALS &	CARRY OUT GOALS &	CARRY OUT GOALS &
FALL	Orientation (3 mos.) Assign FD Set goals (FM, CO, FD, D)	RELATED ACTIVITIES ***	RELATED ACTIVITIES	RELATED ACTIVITIES	RELATED ACTIVITIES
WINTER	6 Month Formative Review of Teaching & Other Activities (FM,FD)	18 Month Formative Review of Teaching, Clinical & Other Activities (FM,FD)	30 Month Formative Review of All Activities (FM,FD) Recycle Activities Through Year 5	Annual Formative Review of all Activities (FM,FD)	Annual Review & Recycle Sequence

** This system involves a one-year time lag, so personnel action will not be taken until December of the second year therefore a new faculty member is here for two years.

*** In marginal cases, another evaluation with respect to third year retention may take place, meeting a December first deadline.

FD = Fac. Dev. Committee Member ------ FM = Faculty Member ---- CO = Coordinator ---- D = Dean
P&T = Promotion and Tenure Committee Member

The individual faculty member decides <u>if</u> and <u>when</u> a faculty development committee member should be present at the various meetings regarding summative reviews.

FIGURE 1. DEVELOPMENT PROCEDURES

College's public statement of "Criteria for Promotion and Tenure, Suggested Evaluation Methods (Appendix I)," evaluation tools are selected for the faculty member's next annual review. (The full set of standard evaluation instruments is discussed in a later section of this paper, and is reproduced in Appendix II). In short, the six-month evaluation is a kind of needs assessment, on which decisions for certain long-range goals and professional development activities are made. The six month evaluation data may or may not be used by the individual in the first annual review meeting with the course coordinator and dean.

Thereafter, the cycle of goal-setting, professional development and review is somewhat standard. Each spring, the FM completes a faculty planning form which now is referred to as a "professional growth plan." At a meeting of the faculty member, faculty development committee member, course coordinator and dean, the previous year's goals are discussed, based on data derived from evaluation information sources. The faculty member's progress toward stated goals and the formulation of new goals are determined. Plans for specific developmental activities are also made at this time. At a separate meeting of the faculty member, course coordinator and dean, decisions regarding salary increases and retention are made. As of years two through five, the faculty member also meets with the promotion and tenure committee during the spring. In year six, this meeting involves a college-level decision regarding tenure. Each year, six months after the major evaluation and the planning and goal-setting process of the spring, the faculty member and FD meet to discuss the faculty member's progress to date. Further areas for development regarding teaching, committee work and community service are discussed. Specific development activities are planned, as well as the selection and use of the standard evaluation instruments. The faculty development committee member assists not only in the professional development of the individual, but also in the proper documentation and reporting of professional competence in the individual's dossier.

The faculty member remains responsible for submitting all information to the promotion and tenure committee for review the following spring.

While the process is particularly directed at new faculty, the basic procedures are applicable to all faculty, including those with tenure. Each spring a professional growth plan is completed and discussed at least with the dean and appropriate course coordinator. The areas of evaluation and data from standard instruments of evaluation are expected to be discussed in the dossier submitted by the faculty member. The role of the faculty development committee members continues to be that of assisting their colleagues in planning meaningful professional development activities. As in the case of new faculty however, the involvement of a faculty development committee member in any individual faculty member's professional development activities or professional reviews is not mandatory.

The FD's role is to advise the faculty member on the goals and reward system of the college, to help that person state reasonable professional development goals, to assist in providing resources for achieving the goals and to assist in identifying procedures and instruments for evaluation. One of the chief resources that the FD calls upon in this process is her preparation in professional growth planning including goal setting, resource identification and evaluation procedures. Each FD has defined a professional development plan using the consultation resources of another member of the committee. In addition, each FD is thoroughly familiar with the College's standard evaluation instruments. The FD can assist in explaining these instruments and can assist in their administration, computer processing and interpretation. Data from these evaluations are expected as part of every faculty member's yearly review.

A FD may accompany a faculty member upon request in the spring salary and retention meeting with the dean of the College, as well as the promotion meeting

by the appropriate promotion and tenure committee. The role of the FD is not to serve as an advocate for the individual or to provide information for review, but rather to ensure that previous planning agreements are understood, and that accurate information is provided to the individual. Revisions of the individual's professional growth plan which may result from these meetings can later be disdussed in detail with the FD.

Since the committee's inception, every new faculty member in the college has been assigned to a FD and has utilized that person's resources in the yearly planning and review process. Several other faculty members in the colleges have utilized such services to date. For tenured faculty members, the concern is not one of proving professional competence but rather one of expanding professional horizons, or sharing personal viewpoints. Such faculty members have worked with FD's on instructional alternatives, effective committee functioning and the presentation of programs for the professional development of other faculty.

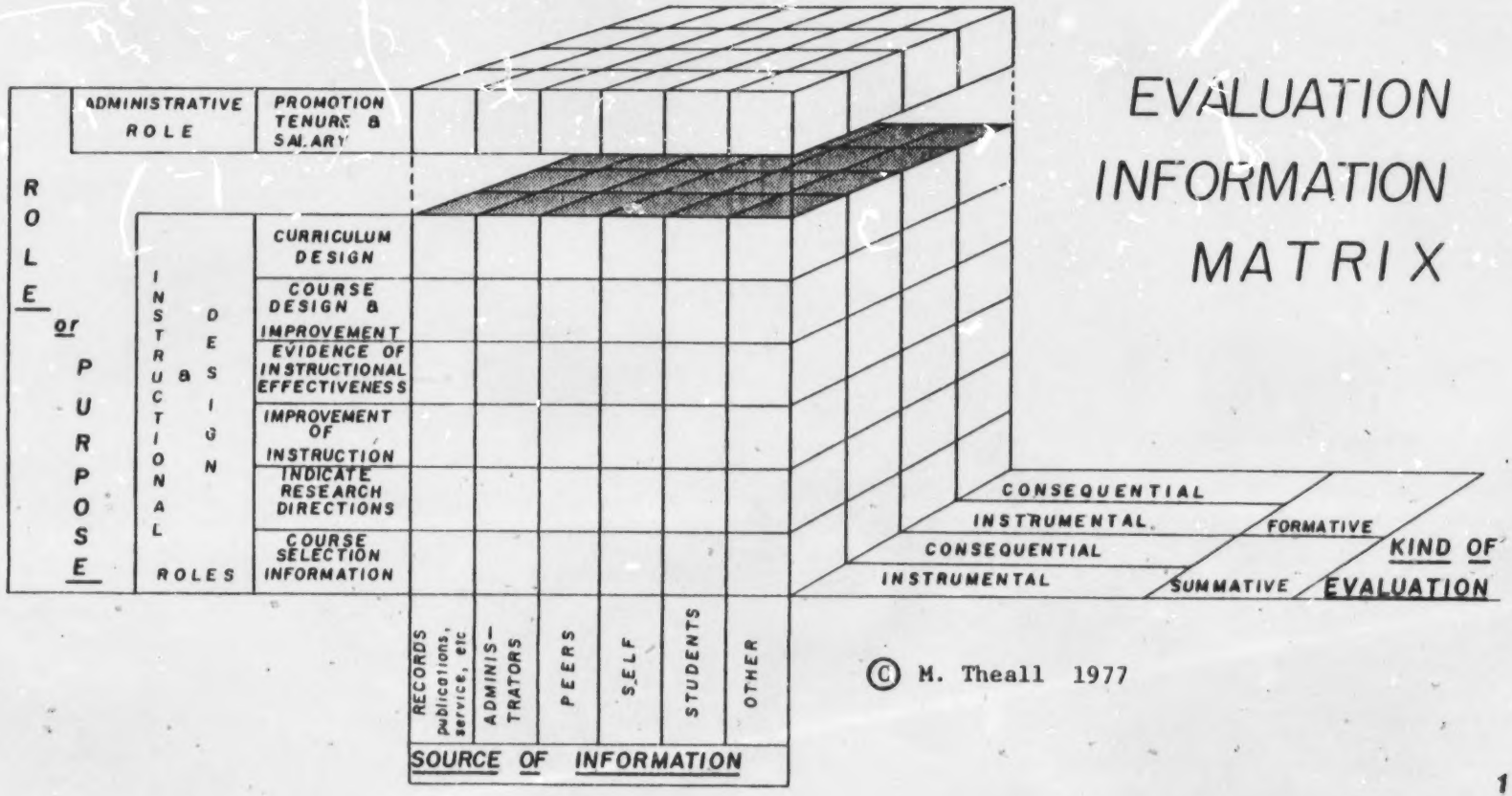
The Development of Evaluation Instruments

The Faculty Development Committee evolved out of a "task force to develop a process of evaluation". A sub-committee of this group was specifically assigned the task of instrumentation when the Task Force broadened its investigations from evaluation alone to faculty development. The University's Office of Learning Resources evaluator discussed concepts and issues with the Task Force and then consulted regularly with the sub-committee. The first task undertaken was a review of existing possibilities including: 1) normed, nationally available, course/instructor evaluation instruments measuring the quality of instruction; 2) instruments measuring attitudes about instruction in general; 3) instruments whose purpose was to diagnose instruction for formative reasons; 4)instruments (usually not normed) created at and used exclusively by other departments, colleges, and universities; 5) instruments (usually not normed) created at and used

by other schools/colleges of nursing; and 6) alternative methods of evaluation and data collection.

It became obvious upon discussion of the faculty development alternatives, that there were many different reasons for collecting data. Many of these purposes were related to the improvement of instruction or the assessment of instructional effectiveness. A particular purpose, clear from the outset, was that evaluation data could be used in promotion and tenure decisions. Further, it was clear that there were formative and summative reasons for data collection and finally, the faculty expressed interest in collecting data from multiple sources. In order to clarify the amount of information necessary for these purposes and the relationship of purposes to kinds of evaluation to sources of information, an "Evaluation Information Matrix" was used. Figure 2 displays the matrix. Roles or purposes of evaluation are displayed on the left side of the matrix and are hierarchically arranged with respect to the amount of information they might require. Selection of courses by students, for example, is a typical purpose of student-run course evaluations. For this purpose, the only source of information could be students responding to some summative, instrumental device such as an opinion survey. At the promotion and tenure end of the scale, valid evaluation should solicit information from multiple sources and even if summative only, should collect consequential data (e.g., grades or performance data) as well as instrumental data. The matrix, by reference to the number of blocks filled in, can provide a quick picture of the complexity of an evaluation and its practical requirements.

The task force, because of the multiple purposes forseen for evaluation and because of the internally-operated, peer-assisting nature of the faculty development program, chose to develop instruments locally and to devise specific instruments for specific purposes. In a long range plan, it was decided to maintain data banks for the separate instruments so that validation could take place as soon as enough data had been collected.



EVALUATION INFORMATION MATRIX

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A good deal of time was spent in choosing and phrasing questions and in presenting drafts to the entire faculty for discussion and approval. This open and interactive procedure proved valuable: no other set of instruments proposed for evaluation had ever been accepted at the College, and through the "shared ownership" of the instruments, many traditional objections and fears were overcome. The eventually accepted instruments are included in Appendix II. For simplicity of initial administration and interpretation, response scales were estimates of the frequency of behaviors, events, or attitudes.

Evaluations are administered by faculty with the assistance of Faculty Development Committee members. The University Computation Center assisted in pre-punching and processing data cards and generating individual reports of results. Additionally, Computation Center staff established storage files for the data; sets of identifiers for instruments, faculty, teams, and courses; sort/merge capabilities to continuously update files; and retrieval systems. Eventual analysis of the data (e.g., item analysis, factor analysis, correlational computations etc.) will be accomplished using SPSS or similar analysis packages. To date, the course and classroom instruction instruments have been used in all courses in the college.

Preparatory Program

As indicated earlier, the members of this committee have received special training in faculty, instructional and organizational development procedures. Each FD shares or uses this expertise with any faculty member in the college by individual arrangement. In fact, the availability of persons with these skills was planned as part of the college's overall professional development program. On March 20, 1978, the President of the University, at a general faculty meeting of the college, promised that he would support the faculty development and professional growth efforts of the faculty by making available approximately $10,000 in summer released time monies for role preparation of the faculty development committee members. The program was designed in cooper-

ation with the campus-wide instructional development services in the University's Office of Learning Resources, and with the Special Assistant to the Provost for Faculty Development. The resulting program (Appendix III) extended over a five week period of one summer. In all, sixteen (16) presenters or workshop leaders were invited by the committee to participate. These included persons in major decision-making positions in the university (the university faculty development committee chairperson, the university administrator in charge of faculty grievance procedures); persons from major resources agencies at the university (The Office of Learning Resources, the University Counseling and Testing Center, the University Computation Center); faculty in educational administration and counseling whose areas of expertise concerned effective management, planning and change; and leaders from within the college, including the dean, the chairperson of the college goals committee, and the chairperson of the college curriculum committee. The outside consultants were carefully selected. They included a knowledgeable person from the same field who discussed trends in the field, criteria for career development, and specific professional growth techniques. A second consultant was recognized as a leader in professional growth contracting, a system which was implemented for all faculty at his college. The third consultant was a nationally known expert in educational innovation and change, with specific focus on team-building and organizational development.

Instructional development and evaluation staff from the University's centralized Office of Learning Resources served as advisors in the design of the preparatory program and presented in approximately one-third of the sessions.

The training in instructional development focused on the systematic design of instruction; and the improvement of classroom teaching. Specific topics discussed were a definition of faculty development, a survey of faculty development practices in higher education, the specification of instructional objectives,

alternative instructional strategies, formative evaluation techniques, micro-teaching and clinical supervision. Each participant had an opportunity to fill out and discuss a needs analysis on instructional methods; each person also taught a microteaching lesson and was supervised by a colleague in the group; and finally each member of the committee worked on a professional growth contract. Three case studies of typical faculty instructional problems were presented and diagnosed by the group. In addition, videotapes of college instructors from Northwestern University's College Classroom Vignettes series were shown and analyzed. Many of the resources for utilizing instructional media and technology in classroom instruction, course design and faculty development were demonstrated. Finally, the procedures for preparing a "portfolio" for "credit by examination" as practiced in many experiential learning settings were discussed. In addition to many readings and demonstration materials, each participant was provided with a complete set of audio-tutorial modules on instructional system design. A written post-test indicated that the participants understood major instructional development concepts. This portion of the faculty development committee's role preparation program involved twenty-four (24) contact hours with the presenter.

The evaluator from the University's Office of Learning Resources spent an additional ten(10) contact hours with the committee members. Since many of the participants had previously been involved in the development of the college's evaluation instruments, less time was necessary to accomplish the objectives. In addition to providing information on determining the validity and reliability of evaluation instruments, the presenters reviewed evaluation forms in use at other higher education institutions, and facilitated group problem solving of typical evaluation situations. Since the members of the faculty development committee were primarily advocates, facilitators and interpreters of the evaluation instruments which all faculty in the college were about to use, it was considered important that they know the power and limitations of these instruments, and that they describe the implications of various evaluation results. In other

words, it was important that the committee members see the connection between evaluation and faculty development.

Besides their actual presentations these university instructional development and evaluation personnel attended approximately half of the other sessions and assisted where appropriate.

The primary purpose of the presentations by college and university personnel was to make the committee members more knowledgeable with respect to university policies; procedures and resources, such that this information could be made more accessible to the faculty of the college through individual consultation with committee members. This process established a kind of networking for the faculty, particularly with respect to promotion, tenure, research and professional development opportunities.

The on-campus faculty and outside consultants (other than those from the university's instructional development and evaluation staff) constituted approximately half the preparation program (twelve days of workshops and presentations). Primary among these were specific training in interpersonal relations, helping skills, assertiveness training, team-building, organizational development, and professional growth contracting. The team-building workshop came at the end of the program and focused primarily on the group dynamics of the committee, with strong emphasis given to creating an action plan for the group's upcoming faculty development activities.

The committee spent the last week of the summer session processing the information they had received and preparing for actual faculty development involvement with colleagues.

Resources available at the University therefore, constituted a substantial portion of this preparatory program. In the final evaluation, the seven-member committee rated the overall program as highly successful and worthwhile, particularly with respect to instructional development strategies, professional growth contracting, organizational development and evaluation. All training sessions were audiotaped and all training materials were collected in a library-resource

center both for interested faculty, and for the purpose of preparing future members of the faculty development committee.

Program Results

The faculty development committee faced many difficult organizational and human relations problems at the beginning of the next academic year. The administration of the college and many senior faculty members were not in favor of any sudden changes in professional development policies and procedures. In addition, many individual faculty members were skeptical of the knowledge and skills that this group of colleagues could offer. It was even said that the committee members were chosen for their lack of position in the college's power structure. Other faculty members resented the large sum of money and length of released time that these seven individuals had been given. Finally, the college had the typical distribution of advocates, detractors and neutrals with respect to the concept of faculty development.

To justify the time and effort expended in the summer preparation program, the committee reported in detail on that program and the specific information which might be of use to all faculty. As indicated earlier, a resource center was created containing audiotapes of all the workshops and presentations as well as copies of distributed materials. Next the committee focused its attention on the seven(7) new full-time faculty members who joined the college that fall. Orientation sessions and individual consultations were provided as indicated in the professional growth planning chart(Figure 1).

A schedule of faculty development programs for all faculty was soon published. These seven sessions (one in each of seven months) involved two of the major presenters from the committee's summer program (topics were "Professional Growth Planning," and "Dyanmics of the Collegial Relationship") two involved reports by other important committees in the college, beginning with the Task Force on Evaluation; and the remaining three presentations discussed research by faculty in the college, "Porposal Writing," and "Individual and Group Decision

Making". In other words, the faculty development committee focused on important issues for providing professional development resources within the college and on human relations issues. The committee itself was an important beneficiary in this case.

In addition, the committee instituted a college-wide needs analysis in which every full-time faculty member of the college was interviewed according to an interview protocol determined by the committee (Appendix IV). The results of the needs assessment was presented in a confidential report entitled "Free to Act: How to Star in Your Own Life," which was distributed to all full-time faculty. The needs assessment process also provided the faculty development committee members a forum for informing each of their colleagues of the role and resources of the committee. In conjunction with the needs assessment report, a memo was sent to faculty reminding them that members of the Faculty Development Committee were available to assist individual faculty with their developmental plans upon individual request. Several faculty members other than new faculty followed up on this invitation.

Next the committee set out to establish a "linkage" system within the college. Information about particular areas of expertise which members of the faculty might wish to share with others or areas of research interest where collaboration with others might be appropriate, was used by the committee to promote linkage. This was done by referring one individual to another (particularly junior with senior faculty) and by starting a "bag lunch" series of presentations. Twelve such presentations have been held to date. Several collaborations leading to professional publications have been initiated. Through the linkage program and the informal presentation series, many senior faculty became involved in and committed to the purposes of the faculty development committee.

At the present time, the committee is actively involved with many faculty members on an individual consultation basis. This involvement has taken the form of developing professional growth plans and preparing dossiers for review committees. It has included course and lesson planning, including classroom observation and

feedback. Individual faculty have been connected with resources for research, publication and professional visibility. Seventy-five percent (75%) of the faculty in the college are using the standard evaluation forms. Many of these faculty are consulting with faculty development committee members on the details of such data collection and interpretation, and are using the results in their professional growth planning. This spring all faculty members in the college will be using their yearly planning form as a professional growth plan as described to them by the faculty development committee and in the faculty development workshop on this subject. The faculty development committee members promise to be heavily involved in assisting individual faculty members and committees in the new B. S. degree curriculum which was adopted by the college for implementation in the fall of 1981. Most courses in the college will have to be revised by that time, and many new courses will be developed. In addition, the college will be instituting a new program of competency-based evaluation during the second and fourth years of the program. The faculty development, instructional development and organizational development skills of the faculty development committee may be a critical resource in this curriculum change effort.

Relationship to Centralized Resources for Faculty, Instructional and Organizational Development

The faculty development program in this college represents a model for the creation of "satellite" faculty and instructional development programs with strong positive relationships to a centralized, campus-wide program. In the present case, many of the initial concepts for faculty evaluation, career-long planning and professional development emanated from conversations with the personnel in the University's Office of Learning Resources and the Special Assistant to the Provost for Faculty Development. These persons spoke at general faculty meetings on the issue of faculty evaluation and development, and were of some assistance in the president's decision to support this program with funds for faculty released time. Intensive consultation and assistance was provided by these

centralized resources in the design, administration and processing of faculty evaluation forms. As indicated, such persons helped plan the initial training program, recommended and coordinated with certain consultants, and provided substantial portions of the program themselves. The needs analysis conducted throughout the college by the faculty development committee was designed in consultation with the University's Office of Learning Resources. Continuing involvement has taken place in the form of such individualized consultation as sharing of resources and reports, and inclusion of the faculty development committee members in campus-wide faculty, instructional development and evaluation workshops. Recent consultations have taken place with respect to the preparation of reports and other writing which describe the activities of this committee. On five occasions, members of this committee have given presentations to representatives of other colleges on their model of faculty development. Numerous references to this model have been made in other contexts by personnel in a centralized faculty or instructional development role.

Summary and Implications: The Politics of Change

The present program is the result of the efforts of many faculty members within a given professional college who felt that more opportunities for development could be made available. Moreover, these faculty felt strongly that the existing system for evaluating faculty for promotion and tenure could offer more guidance to the individual (particularly with reference to new faculty). As a result, several major efforts were launched. A full range of evaluation instruments was developed and was adopted by the faculty as an important method for evaluating and reporting faculty performance. A committee was established to promote faculty development (particularly with the faculty growth planning process) and to serve as a resource available to individual faculty members in their attempts to fulfill the stated goals of their growth plans. Finally, this committee was able, through resources donated by the President of the University, to gain special skills in

faculty development strategies, organizational development, course design, and evaluation, thereby creating a strong liaison with the University's centralized Office of Learning Resources as well as the faculty development officer in the Office of the Provost. While other individuals in the college may have resisted at first the implications of the peer development strategy and the influence of such a faculty-created, faculty-managed development program, these persons have come to accept and appreciate the positive role this committee plays in the college.

While numerous events may be cited as responsible for the present success of this intra-college faculty development program, the following stand out:

1. Certain members of the faculty were motivated to improve the existing professional evaluation and development procedures within the college.

2. With the help of these faculty members, the entire faculty voted to assign a task force to investigate these issues, which ultimately resulted in the faculty adopting a set of standard evaluation forms and a procedure for professional planning, evaluation and review.

3. The faculty realized that more accurate, more reliable evaluation data would be of little use to individuals unless skilled persons were available to assist in interpreting such data, and in planning and carrying out the changes which were indicated; therefore the present faculty development committee was created.

4. Resources were available at the University and elsewhere to provide the necessary skills and information so that this new committee could carry out its charge.

5. The committee built its credibility with the faculty through team effort (including the rotating chairperson strategy), and through low risk/high visibility programs (orientation for new faculty, college-wide workshops, needs assessment, linkage system and bag-lunch presentations).

6. The committee provides an important and meaningful service with respect to facilitating the approved evaluation procedures, particularly with respect to accessing and administering evaluation instruments, computing and interpreting the data, and reporting the results.

7. The administration of the College and the University, while not leading the development of this program, nevertheless provided critical support at various points during this development, and has responded positively to the results.

For professionals in the faculty and instructional development field, it is important to note the following possibilities:

1. A committee of faculty members from a college or department who are released from the committee assignments and who are provided with important information, skills and resources can effect significant change, perhaps more so than specialists from outside that context. (Consider the fact that this one committee provides 56 hours of faculty and instructional development service to that college per week.)

2. The support by centralized faculty and instructional development specialists to potential faculty and instructional development specialists within departments and colleges may be the best way of effecting large-scale institutional change.

3. The creation of departmental and college resources for faculty and instructional development may only take place in a meaningful way after a process of faculty evaluation is adopted in which instruments and procedures for evaluating teaching, advising, course design and professional development have been enacted.

In the conclusion of their 1978-1979 annual report, the committee makes two recommendations for the present year. They are:

1. That future Faculty Development workshops be planned at times other than examination week.

2. That faculty and administration continue their enthusiastic support of the Faculty Development Committee.

APPENDIX I

Criteria for Promotion and Tenure -

Suggested Evaluation Methods

CRITERIA FOR PROMOTION AND TENURE - SUGGESTED EVALUATION METHODS

CRITERIA	SUGGESTED EVALUATION METHOD
Teaching	
1. General	
A. Demonstrates knowledge of the curriculum	
Participated in curriculum development, Revision, Evaluation	
2. Classroom	
a. Knowledge of Subject Matter	Self-assessment
reflects: depth, breadth, accuracy	Team faculty
	Course coordinator
subject matter is current	
Learning objectives clearly stated	review of prepared materials
	students
b. Presentation	
reflects learning objectives	self-assessment
creates climate conducive to student participation	team faculty
builds on student's previous knowledge/experience	course coordinator
adapts content to level of students	students
utilizes appropriate teaching methodology	
uses appropriate teaching aids	
is clear and concise	
is well-organized	
avoids too much digression from topic	
utilizes relevant verbal and/or nonverbal feedback from class	
reflects interest and enthusiasm for subject	

	Suggested Evaluation Method
b. (continued)	
utilizes examples to enhance learning	
encourages critical thinking	
stimulates student interest in subject matter	
augments required readings	
synthesises various elements of course	----------
3. Clinical	
a. Evidence of clinical proficiency	self-assessment
able to handle clinical situations based on knowledge and expertise	coordinator
serves as a role model	other team faculty, when possible
is up-to-date on latest developments in health care/medicine	head nurse in clinical setting
	staff nurse(s) in clinical setting
	students
	other sources, as appropriate
b. Creates Climate Conducive to Learning	----------
is sensitive to students abilities and needs in clinical area	self-assessment
	coordinator
uses skillful IPR with patients, staff, students	other team faculty, when possible
functions within agency and/or contract deadlines	staff nurse(s) in clinical setting
orients students to clinical environment	other personnel as appropriate
	students
	----------
c. Evidence of Clinical Teaching	
makes clinical objectives clear to students	self-assessment
plans assignments appropriate to learner and clinical objectives; i.e. builds on student's past experiences	coordinator
	other team faculty, when possible
	head nurse in clinical setting
assists students to see relevance of theoretical knowledge in clinical situations	staff nurse(s) in clinical setting
	students

Criteria	Suggested Evaluation Method
c. Evidence of Clinical Teaching (continued)	
augments/provides guidance in the transition /application of classroom content to clinical area (i.e. pre or post conference, individual and group conference)	
clearly demonstrates technical skills relative to the clinical area	
challenges and motivates students	
utilizes appropriate/available educational resources within agency to enhance student learning	
fosters independence of action	
provides positive feed back and or constructive criticism	
uses positive reinforcement approach to clinical learning unless otherwise indicated (i.e., patient safety)	
available in clinical area for support, questions and supervision	
Student Evaluation/Counseling (classroom-clinical)	----------
is able to prepare and/or utilize appropriate material for evaluation	self-assessment
provides on-going feedback concerning progress, strenghts, areas to improve	students
documents performance in clinical setting	peers
documents performance in clinical setting	course coordinator
available for counseling	
is aware of and utilizes appropriate resources for students both within the University and the community	
is respectful of students' rights	----------

Criteria	Suggested Evaluation Method
Criteria	Suggested Evaluation Method
4. Course Responsibilities	
initiates ideas to improve course	self-assessment
develops material for use in course (contributor/participant)	team faculty
is self-directed and volunteers to assume responsibility for group tasks	course coordinator
participates in group toward resolution of group problems	
uses positive group dynamics	
facilitates group progress/process	
is reliable and dependable	
meet deadlines, is punctual	
shares strengths/concerns about individual students with coordinator/group when appropriate	
utilizes appropriate channels of communication	
is able to establish priorities with course work load	----------
RESEARCH	
published or unpublished material	copies available for Committee review
evidence of scholarly work	Review and evaluation from outsid sources, when appropriate
a. original work	
b. refinement/reapplication of concepts to nursing	
c. application/grant for study of health care problems	
d. clinical investigative study	

ttempts innovations and uses pre/post measures to determine effectiveness of new
)proach - in classroom or clinical activities - has written rationale

esents clinical

---

lds seminars

Criteria	Suggested Evaluation Method
PROFESSIONAL ACTIVITIES	
holds membership in professional organizations	self-assessment
actively participates in professional organizations	documentation of membership and attendance at professional meeting
contributes professional competence to nursing and/or other health care professionals	evidence of contribution from outside sources, as appropriate
UNIVERSITY SERVICE	
carries out administrative duties (if part of faculty member's normal activities)	self-assessment
advises students and/or student organizations	peer and team faculty
committee work - College, University	committee chairperson
a. fulfills committee responsibilities	students/advisees
b. attends scheduled meetings	other sources, when appropriate
c. actively participated in committee tasks	
d. facilitates group work	
Participates in public relations activities	
is knowledgeable representative of College of Nursing in both professional setting and community-at-large	
COMMUNITY SERVICE	
utilizes professional expertise to assist professional/lay groups	self-assessment
serves on (town, state, national) boards, commisions, elected bodies, charitable organizations	documentation of position/ participation from appropriate source
PROMISE FOR FUTURE DEVELOPMENT	
evidence of continues education in the profession or related areas	self-assessment
shows potential for continuing service in nursing and teaching	documentation of educational programs attended
	evidence of past and expected contributions from appropriate source

APPENDIX II

The College's Standard Evaluation Instruments

College of Nursing
August, 1978

FACULTY EVALUATION FORM FOR PROFESSIONAL ACTIVITIES
OR COMMUNITY SERVICE

EVALUATEE: _____ Date: _____

EVALUATOR: _____ Date: _____

NAME OF ORGANIZATION: _____

EVALUATEE'S POSITION IN ORGANIZATION: _____

EVALUATOR'S POSITION IN ORGANIZATION: _____

PLEASE DESCRIBE "EVALUATEE'S" EFFECTIVENESS AND CONTRIBUTION TO YOUR ORGANIZATION:

COLLEGE OF NURSING

ADDENDUM TO COURSE TEAM EVALUATION FORM

ADDITIONAL ITEMS FOR COORDINATOR EVALUATION

	Always	Most of the Time	Seldom	Never	Not Applicable
1. Coordinates scheduling and utilization of facilities, equipment, etc. for course needs in conjuntion with appropriate university resources.	____	____	____	____	____
2. Provides leadership in resolving common problems in the course.	____	____	____	____	____
3. Coordinates and assists team members in the development, implementation, and evaluation of the course.	____	____	____	____	____
4. Assists team members in the preparation of pertinent information regarding student progress/evaluation in the classroom and clinical areas.	____	____	____	____	____
5. Shares pertinent information with faculty in other courses and with administration regarding student educational needs and progress.	____	____	____	____	____
6. Coordinates the preparation of course information for inclusion in the annual report.	____	____	____	____	____
7. Acts as a liason to administration regrading course matters.	____	____	____	____	____
8. Counsels and advises course faculty regarding students experiencing academic, clinical and/or personal difficulties.	____	____	____	____	____
9. Provides a means or mechanism for open discussion with course team members on an individual basis regarding their personal and career goals.	____	____	____	____	____
10. Encourages, promotes and facilitates course team member's participation in college, university and community activities.	____	____	____	____	____

	Always	Most of the Time	Seldom	Never	Not Applicable
11. Assists course team members in (on-going) process of self and/or peer evaluation.	____	____	____	____	____
12. Supports personal and professional development of individual team members.	____	____	____	____	____
13. Prepares and adheres to an agenda for group meetings within designated time limitations.	____	____	____	____	____
14. Coordinates the evaluation of clinical agencies.	____	____	____	____	____
15. Participates in the selection of new or additional agencies for student experiences and makes appropriate recommendations to the Dean.	____	____	____	____	____
16. Supports course team in facilitating positive clinical agency relationships.	____	____	____	____	____
17. Communicates with the Dean of the College of Nursing regarding clinical agency arrangements and student experiences.	____	____	____	____	____
18. Recommends recruitment and appointment of new course faculty in consultation with course team and others who are knowledgeable about course requirements.	____	____	____	____	____
19. Documents and communicates course needs, budgetary and otherwise to the Dean of the College of Nursing.	____	____	____	____	____
20. Coordinates the orientation of new faculty to the course.	____	____	____	____	____
21. Shares course resources with other faculty in the College of Nursing.	____	____	____	____	____

	Always	Most of the Time	Seldom	Never	Not Applicable
22. Delegates tasks in an equitable fashion among team members.	____	____	____	____	____

OTHER COMMENTS AND/OR EXAMPLES:

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator:_____ Date:_____

Evaluator's Position:_____

Signature of Evaluatee:_____ Date:_____

APPENDIX III

Initial Preparation Program for Faculty Development Committee Members

Initial Preparation Program for Faculty

Development Committee Members

PURPOSE

The Faculty Development Committee's charge is to "promote continuing personal and professional development".

The role preparation provided to the Faculty Development Committee Members shall be directed toward acquisition of skills necessary to carry out the functions and responsibilities of the committee. The committee members should know basic concepts and issues in evaluation and, equally important, should be able to direct faculty members to appropriate persons/agencies where evaluation expertise is available.

The Role Preparation Program shall attempt to achieve its purpose using inside university sources and provide expertise which will allow members to be access points for services in the Faculty Development area.

For this preparation, expertise within the university shall be utilized whenever appropriate. Where such expertise is not available, resources shall be sought from the wider educational, management, and nursing communities. Funds received under a grant would be used to make such internal and external resources available to the Faculty of the College of Nursing,

This knolwedge base acquired during the workshop sessions along with the accompanied skills will be refined during the tenure of the committee member. This knowledge base and skills as well as an experential base will be passed on by the incumbent to her replacement. Any funds spent on training the initial committee will also effect subsequent committee members.

ROLE PREPARATION PERIOD

The Faculty Development Committee Members will attend a series of on campus workshops which are designed to increase the Faculty Development Committee members expertise in these areas which will promote the general goals of the project.

The choice of topics are guided by the functions that Faculty Development Committee Members will be performing. Consultants inside and outside the University will be chosen to conduct the various workshops.

Besides the formal workshops, time will be made available to process the information that has been learned. Discussions will take place that will address specific questions relating to this. (See last page for a more detailed explanation).

The workshops will be held during a six week block of time and participants will meet four days a week for six hours a day.

Lectures, group activities, individual and group assignments are various approaches for implementation of these workshops. The workshops will range from one session to several days and sessions depending on the goals to be achieved. Some workshops may be held sequentially.

Faculty members elected to the Task Force on Evaluation along with Faculty Development Members defined the topics and themes for workshops in the section on Role Preparation of the Faculty Development Committee Functions. These themes served as a basis for planning these experiences.

The workshops are:

1. Organizational Opportunities and Constraints
   - A. University
   - B. College
   - C. Nursing
   - D. Agencies

2. Interpersonal Relationships
   - A. Individual Goal Setting
   - B. Group Goal Setting
   - C. Professional Growth Constraints
   - D. Assertiveness Training

3. Faculty Development
   - A. Formulation of Appropriate Goals in Career Development in Nursing
     1. Education
     2. Practice
     3. Research
   - B. The Faculty Development Committee Members as a Resource for achieving Goals
   - C. The Faculty Development Committee Member as an aid to redirecting a faculty member who falls short of goal attainment

4. Evaluation
   - A. Concepts and Issues in Evaluation of Faculty
   - B. Mechanics of Instrumentation (development and Process of Instruments).
   - C. Concepts of Organizational Development
   - D. Instructional Techniques

5. Program Management
   - A. Funding and Budgeting
   - B. Allocation of Developmental Resources
   - C. Organization for training activities for Faculty
   - D. Procedural Issues, i.e., Committee

TENTATIVE SCHEDULE

TITLE	DATE	PRESENTERS	PURPOSES
Orientation to Role Preparation	Tuesday Aug. 1, 1978	Office of Learning Resources University Faculty Development Chairman Faculty Development Chairman	To reveal what can be expected during the workshop sessions. To stimulate faculty development committee members to be enthusiastic participants in their role preparation.
WORKSHOP I Program Management - funding and budgeting - allocation of developmental resources - organization of training activities for faculty - procedural issues	Aug. 23, 1978	Educational Administration Faculty	To focus on organization and design necessary in the development and implementation of a positive program of faculty growth and evaluation.
WORKSHOP II Interpersonal Relationships - individual - group - assertiveness training	Aug. 7-10, 1978	Counseling Faculty	To provide opportunities to further develop interpersonal skills essential to effectively negotiate the issues they will be continually facing in their new roles. To provide opportunities to perfect interviewing technique To practice critiquing of group interactions.

TITLE	DATE	PRESENTERS	PURPOSES
WORKSHOP III Faculty Development formulating goals for career development in nursing - education - practice - research - scholarship	Aug 14, 1978	Nursing Faculty	To clearly state the degree of involvement required of each faculty member in the planning and development of their own growth and the growth of the college.
Professional Growth Contracts - teaching - scholarship - research - evaluation	Aug 15, 1978	Faculty of Gordon College	To provide a clear written statement of goals and the means to achieve them.
WORKSHOP IV Evaluation concepts and issues of faculty evaluation	Aug. 16, 17,	Office of Learning Resources	To sharpen skills in evaluation. To provide active involvement of participants in evaluation issues. To sort out appropriate persons/agenci where evaluation expertise is availabl
WORKSHOP V Organizational Opportunities and Constraints - University - College - Goals Committee - Curriculum Committee	Aug. 21-24	Administration University Development Chairman	To review the structure and organizati in lieu of the functions of the facult development committee.

TITLE	DATE	PRESENTERS	PURPOSE
WORKSHOP V (cont'd)	Aug. 24, 1978		
Agencies			
Simulation	Aug. 24, 1978	Office of Learning Resources	To Role Play what we have learned
WORKSHOP VI	Aug. 28-31	Office of Learning Resources	To provide faculty development committee members with the knowledge of how to reach resource people.
How Faculty Development Act as a Resource for Achievement of Goals			
WORKSHOP VII	Sept. 5-8	Organizational Development Faculty	To re - enter the work setting with new knowledge and skills to perform their role successfully as faculty development committee members.
Group experiences socialization of role			
EVALUATION OF ROLE PREPARATION	Sept. 8, 1978	Participants Faculty Development Committee Members	To determine the effectiveness of the program.

Questions to be Discussed

1. What modifications should be made to the evaluation forms?
2. Is the information complete? Should anything be deleted?
3. What protocol will a Faculty Development Committee Member follow when initially interviewing a client?
4. Do the review or evaluation periods need to be changed?
5. Will a directory of university resources need to be drafted for use by the committee?
6. How best approach a client who is not doing well?
7. What administrative procedures does the committee need in order to govern the faculty development program?
8. Others?

College of Nursing
August, 1978

GUIDELINES FOR THE EVALUATION OF PROFESSIONAL ACTIVITIES

PURPOSE: To provide written information which will describe the nature and/or quality of a faculty member's performance in Professional Activities.

I. Professional Societies

A. If you are a member or chairperson of a committee within a professional society, please have an "Evaluation of Committee Work" form filled out as appropriate.

B. You may wich to include documentation of membership and attendence at professional meetings, and/or reference letters which describe your contributions to professional societies.

II. Professional Presentations

A. You may wish to have a peer, student, and/or anyone attending your presentation complete an "Evaluation for Classroom Instruction Form" on it.

B. You may wish to submit any type of evaluation forms from the presentation which describe your effectiveness.

III. Professional Self-Development

A. You may wish to include documentation of workshops, symposiums, and conferences you have attended and C.E.U.'s gained if appropriate.

B. You may wish to include documentation of professional courses you have completed.

C. You may wish to describe how your professional development activities have enhanced your functioning as a faculty member at Northeastern University College of Nursing.

College of Nursing
August, 1978

EVALUATION FORM FOR FACULTY RESEARCH ACTIVITIES

PURPOSE: To provide written information which will describe the nature and the quality of the faculty member's research.

DIRECTIONS: Check the appropriate column and provide examples as necessary. For columns 1-4, check the degree of descriptiveness of the impact on the scholarly community which best describes the statement about the evaluatee.

Research Activity and Recognition	Very	Moderately	Somewhat	Not at All	Not Applicable
1. In regard to the following research activities (y) being evaluated, indicate the degree to which the item receives serious attention from others.					
a. Scholarly paper presented at a conference.	___	___	___	___	___
b. Data gathering, report findings presented at a conference.	___	___	___	___	___
c. Proposal submitted for research project.	___	___	___	___	___
d. Is actively involved in descriptive or experimental research beyond the proposal level.	___	___	___	___	___
e. Scholarly paper written (unpublished).	___	___	___	___	___
f. Scholarly paper written (published).	___	___	___	___	___
g. Book written and published outside university.	___	___	___	___	___
h. Book written and published within university.	___	___	___	___	___
i. Chapter of book written and published.	___	___	___	___	___
j. Media produced, i.e. film, slide presentation which receives university recognition.	___	___	___	___	___
k. Media produced, i.e. film, slide presentation which receives recognition outside the university.	___	___	___	___	___

	Very	Moderately	Somewhat	Not at All	Not Applicable
1. Course manual type learning guide published within university.	___	___	___	___	___
m. Other.	___	___	___	___	___
2. Research activities are original and creative.	___	___	___	___	___
3. Research work reflects current and future trends in the field.	___	___	___	___	___
4. Communicates with others about his/her research and/or other creative work.	___	___	___	___	___
5. Expressed interest in the research of colleagues.	___	___	___	___	___
6. Shares work at conferences as appropriate.	___	___	___	___	___
7. Has done work to which I refer in teaching.	___	___	___	___	___
8. Is a resource person for peers engaged in research activities.	___	___	___	___	___
9. Works are published in reviewed sources.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Signature of Evaluatee: _____ Date: _____

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Signature of Evaluatee: _____ Date: _____

College of Nursing
August, 1978

EVALUATION OF COMMITTEE WORK

PURPOSE: To provide written information which will help the faculy member in her continued professional development.

EVALUATEE: _____

NAME OF COMMITTEE: _____

POSITION: MEMBER _____ CHAIRPERSON _____

DIRECTIONS: Check the appropriate column and provide examples as necessary.

Responsibilities of:	Always	Most of the Time	Seldom	Never	Not Applicable
A. CHAIRPERSON					
1. Attends meetings.	___	___	___	___	___
2. Is punctual for meetings.	___	___	___	___	___
3. Facilitates the completion of designated goals of the committee.	___	___	___	___	___
4. Notifies members of time, place, and agenda of meeting.	___	___	___	___	___
5. Schedules meetings fairly considering members time schedule.	___	___	___	___	___
6. Facilitates group work.	___	___	___	___	___
7. Sufficient knowledge of committee.	___	___	___	___	___
8. Shares materials with committee members.	___	___	___	___	___
9. Provides feedback from faculty and Dean.	___	___	___	___	___
10. Submits periodic and/or final report to faculty and Dean.	___	___	___	___	___
B. COMMITTEE MEMBER					
1. Attends meetings.	___	___	___	___	___
2. Is punctual.	___	___	___	___	___
3. Notifies chairperson if cannot attend meeting.	___	___	___	___	___
4. Prepares for committee meeting.	___	___	___	___	___
5. Takes minutes when appropriate to do so.	___	___	___	___	___
6. Contributes sound ideas, material, research.	___	___	___	___	___
7. Assists in completing committee tasks.	___	___	___	___	___
8. Volunteers for special work assignments required by the committee.	___	___	___	___	___
9. Facilitates group work.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

College of Nursing
August, 1978

EVALUATION FORM FOR CLINICAL AGENCY

PURPOSE: To provide written information which will enable faculty members to evaluate appropriateness and effectiveness of the clinical setting utilized for their course.

DIRECTIONS: Check appropriate column and provide examples when necessary.

AGENCY NAME: _____

	Always	Most of the Time	Seldom	Never	Not Applicable
1. Nursing staff were open and helpful.	___	___	___	___	___
2. Paraprofessional staff were open and helpful.	___	___	___	___	___
3. The enviroment of clinical setting was conducive to learning.	___	___	___	___	___
4. The clinical setting allowed the application of theoretical knowledge and skills.	___	___	___	___	___
5. The clinical setting offered the necessary experiences to meet the course objectives.	___	___	___	___	___
6. The clinical setting has sufficient equipment and supplies for patient care.	___	___	___	___	___
7. Principles of safe patient care practice at clinical agency were observed.	___	___	___	___	___
8. Nursing care practiced at agency was contomporary to what was learned in the classroom setting.	___	___	___	___	___

Other comments and/or examples:

Suggestions to Improve Agency Experience:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Course Number: _____

College of Nursing
August, 1978

FACULTY EVALUATION FOR CLINICAL INSTRUCTION

PURPOSE: To provide written information which will assist the faculty member in her continued professional development in clinical teaching.

DIRECTIONS: Check the appropriate column and provide examples as necessary.

The Instructor:	Always	Most of the Time	Seldom	Never	Not Applicable
1. Makes expectations for student's performance clear.	___	___	___	___	___
2. Is available to students in the clinical area for support, questions, and supervision.	___	___	___	___	___
3. Plans for clinical area activities in an organized manner.	___	___	___	___	___
4. Reinforces the concepts of safe practice.	___	___	___	___	___
5. Assists the student to apply theory to the clinical area.	___	___	___	___	___
6. Assists students in the application of the Nursing Process.	___	___	___	___	___
7. Provides students with appropriate feedback.	___	___	___	___	___
8. Stimulates and encourages creativity.	___	___	___	___	___
9. Challenges and motivates students.	___	___	___	___	___
10. Encourages the discovery of and/or shares literature findings with students.	___	___	___	___	___
11. Provides clinical conferences which enhance student learning.	___	___	___	___	___
12. Provides constructive criticism on written assignments.	___	___	___	___	___
13. Corrects and returns assignments within a reasonable amount of time	___	___	___	___	___
14. Presents an objective interpretation of student progress in evaluation conferences.	___	___	___	___	___
15. Makes suggestions to further student growth in evaluation conferences.	___	___	___	___	___
16. Consistently guides students to assess progress/in self-evaluation.	___	___	___	___	___

	Always	Most of the Time	Seldom	Never	Not Applicable
17. Demonstrates expertise in technical skills relative to clinical area.	___	___	___	___	___
18. Serves as a professional role model in interpersonal relationships with patients.	___	___	___	___	___
19. Serves as a professional role model in interpersonal relationships with students.	___	___	___	___	___
20. Serves as a professional role model in interpersonal relationships with agency members.	___	___	___	___	___
21. Utilizes agency resources to enhance learning.	___	___	___	___	___
22. Provides students with an adequate orientation to the clinical setting.	___	___	___	___	___
23. Fosters independence of action.	___	___	___	___	___
24. Utilizes positive reinforcement approach to clinical learning unless otherwise indicated.	___	___	___	___	___
25. Documents student performance in the clinical area.	___	___	___	___	___
26. Plans assignments appropriate to learner and builds on the student's past experience.	___	___	___	___	___
27. Is aware of and utilizes appropriate resources for students, both within the university and the community.	___	___	___	___	___
28. Is available for counseling.	___	___	___	___	___
29. Makes arrangements for student placement which are appropriate to meet course objectives.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator: _____ Date: _____

Evaluator's Position: _____

Signature of Evaluatee: _____ Date: _____

College of Nursing
August, 1978

EVALUATION FORM FOR COURSE TEAM CONTRIBUTIONS

URPOSE: To provide written information which will help the faculty member in ongoing professional development as a member of the course team.

OURSE NUMBER: _____

OSITION: COORDINATOR _____ TEAM MEMBER _____

IRECTIONS: Check the appropriate column and provide examples as necessary.

	Always	Most of the Time	Seldom	Never	Not Applicable
. Is knowledgeable concerning course plan.	___	___	___	___	___
. Is Knowledgeable concerning curriculum plan.	___	___	___	___	___
. Attends course meetings on time.	___	___	___	___	___
. Plans learning experiences with other faculty responsible for teaching the course.	___	___	___	___	___
. Communicates changes in plans for learning experiences with other team members.	___	___	___	___	___
. Facilitates course group work.	___	___	___	___	___
. Informs other course faculty of student progress and/or problems.	___	___	___	___	___
3. Participates in determining course objectives.	___	___	___	___	___
3. Participates in developing student learning experiences.	___	___	___	___	___
0. Submits test items for student evaluation.	___	___	___	___	___
1. Assists in compiling course grades.	___	___	___	___	___
2. Participates in setting criteria for evaluating assignments for course.	___	___	___	___	___
3. Participates in establishing course grading system.	___	___	___	___	___
4. Demonstrates cooperation with team members.	___	___	___	___	___
5. Encourages members of course group to make individual contributions.	___	___	___	___	___

	Always	Most of the Time	Seldom	Never	Not Applicable
16. Contributes new ideas and materials for enhancement of the course.	___	___	___	___	___
17. Periodically reviews and revises course methods and materials based on course evaluation.	___	___	___	___	___
18. Shares information gained from professional and university and/or College of Nursing.	___	___	___	___	___
19. Shares information gained from literature findings with course group as is appropriate.	___	___	___	___	___
20. Accepts constructive criticism.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Signature of Evaluatee: _____ Date: _____

College of Nursing

August, 1978

EVALUATION FORM FOR CLASSROOM INSTRUCTION

PURPOSE: To provide written information which will assist the faculty member in an ongoing process of professional development in classroom teaching.

DIRECTIONS: Check the appropriate column and provide examples as necessary.

The Instructor's:	Always	Most of the Time	Seldom	Never	Not Applicable
1. Objectives for teaching are clearly defined.	___	___	___	___	___
2. Objectives for teaching are designed to meet the needs of individual students.	___	___	___	___	___
3. Objectives for teaching build on students previous knowledge and experience.	___	___	___	___	___
4. Objectives for teaching reflect the essential course content.	___	___	___	___	___
5. Directions for classroom presentation are clear.	___	___	___	___	___
6. Classroom presentation is relevant to the course objectives.	___	___	___	___	___
7. Classroom presentation is well organized.	___	___	___	___	___
8. Prepared handouts are available for classroom presentation.	___	___	___	___	___
9. Enthusiasm about classroom content is apparent.	___	___	___	___	___
10. Comfort and confidence in classroom presentation is apparent.	___	___	___	___	___
11. In depth knowledge of subject matter and appropriate resources is evident.	___	___	___	___	___
12. Knowledge of current developments in nursing and other health related fields is demonstrated.	___	___	___	___	___
13. Intergation of the nursing process into the classroom content is apparent.	___	___	___	___	___

	Always	Most of the Time	Seldom	Never	Not Applicable
14. Materials and references are contemporary and augment the required readings.	___	___	___	___	___
15. Use of teaching aids is appropriate to stimulate thinking.	___	___	___	___	___
16. Classroom climate is conducive to student learning.	___	___	___	___	___
17. Awareness of the strenghts and learning needs of individual students is apparent.	___	___	___	___	___
18. Enthusiasm and support of student participation in classroom discussions is apparent.	___	___	___	___	___
19. Encouragement of students to contribute and cooperate in the learning process is apparent.	___	___	___	___	___
20 Challenge of students to problem solve is apparent.	___	___	___	___	___
21. Avoidance of too much digression from the topic during classroom presentation is apparent.	___	___	___	___	___
22. Encouragement of students to participate in a wide range of learning activities is apparent.	___	___	___	___	___
23. Encouragement of student leadership and initiative is apparent.	___	___	___	___	___
24. Encouragement of students to pursue and develop individual interests is apparent.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

COMMENTS OF EVALUATEE:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Signature of Evaluatee: _____

College of Nursing
August, 1978

COURSE EVALUATION FORM

PURPOSE: To provide written information which will enable faculty members to assess and continue to develop the course.

DIRECTIONS: Check the appropriate column and provide examples as necessary.

	Always	Most of the Time	Seldom	Never	Not Applicable
1. The course objectives gave you a clear idea of what was expected of you.	___	___	___	___	___
2. The objectives of the course were met.	___	___	___	___	___
3. Learning activities in the clinical area related to the objectives of the course.	___	___	___	___	___
4. Learning activities in the classroom were related to the course objectives.	___	___	___	___	___
5. Learning aids (i.e. films, slides) enhanced learning.	___	___	___	___	___
6. Handouts clarified the subject matter.	___	___	___	___	___
7. Quiz items were related to course objectives.	___	___	___	___	___
8. Examination items were related to course content.	___	___	___	___	___
9. Plans for the course from week to week were organized.	___	___	___	___	___
10. The required textbook(s) for the course were helpful.	___	___	___	___	___
11. Independent study assignments in the Learning Center were beneficial.	___	___	___	___	___
12. Written assignments enhanced learning.	___	___	___	___	___
13. The course was relevant to your professional growth.	___	___	___	___	___
14. The course stimulated critical thinking and problem solving.	___	___	___	___	___
15. Classroom percentages for quizzes, exams and papers were equitably distributed.	___	___	___	___	___
16. Required readings done before class clarified lecture content.	___	___	___	___	___

	Always	Most of the Time	Seldom	Never	Not Applicable
17. Assignment due dates were distributed fairly.	___	___	___	___	___
18. Nursing practice labs on campus were helpful.	___	___	___	___	___
19. You found that seminars stimulated critical thinking.	___	___	___	___	___

OTHER COMMENTS AND/OR EXAMPLES:

SUGGESTIONS TO IMPROVE COURSE:

Signature of Evaluator: _____ Date: _____

Position of Evaluator: _____

Signature of Evaluatee: _____ Date: _____

Course Number: _____

APPENDIX IV

Needs Analysis Interview Protocol

FACULTY DEVELOPMENT COMMITTEE

Needs Assessment Interview

1. What are your feelings regarding the opportunities for development at Northeastern University?

2. What constraints do you experience regarding this development?

3. What would help to enhance this development?

4. Would you be interested in working with a Faculty Development Committee member?

5. How would you see this Faculty Development Committee member as being a resource to you?

6. Is there anything you would like to share with faculty? How?